

THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES IN PRIMARY SCHOOLS: A THEORATICAL PROBABILITY OR PRACTICAL POSSIBILITY?

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ABSTRACT

Zimbabwe has adopted an inclusive education system in order to address barriers to learning for children with disabilities. The implementation of inclusive education is hampered by the lack of teachers' skills and knowledge in differentiating the curriculum to address a wide range of learning needs. In this paper, the researcher identifies the challenges that affect the implementation of inclusive education for children with disabilities. A qualitative survey design was employed in which twenty teachers in rural and urban secondary schools were interviewed to solicit their views and observations on challenges of implementing inclusive education for children with disabilities in secondary schools. The study concluded that the implementation of inclusive education in secondary schools was not successful because of various challenges being experienced by teachers.

Keywords: Inclusion, Inclusive Education, Disabilities, Children with Disabilities, Special Needs Education.